

**Marsh Green Primary
School
Early Years Foundation Stage
Policy
2018-2019**



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Early Years Foundation Stage

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the Early Years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

“Statutory Framework for the Early Years Foundation Stage”, Department for Children, Schools and Families, 2007

Early childhood is the foundation on which children build the rest of their lives. At Marsh Green Primary School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the Reception year. All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in Nursery and Reception to take on the task of building upon their first learning experiences. This is done through a holistic approach to learning, ensuring that parents, carers, support staff and the Foundation Stage teachers work effectively together to support children’s learning and development.

Aims

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Marsh Green Primary School the overarching aim of the EYFS is to help young children achieve these five “Every Child Matters” outcomes.

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- use and value what each child can do, assessing their individual needs and helping each child to progress
- enable choice and decision-making, fostering independence and self confidence
- work in partnership with Parents/carers and value their contributions
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development

Learning and Development

The Early Learning Goals (the knowledge, skills and understanding which young children should have acquired by the end of the Reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the “Statutory

Framework for the Early Years Foundation Stage” document (Department for Children Schools and Families, 2007).

Learning and development is categorised into three prime areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

Additionally there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Creating and thinking critically

Planning

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in Early Years at Marsh Green Primary School are involved in this process. There are three stages of planning the curriculum:

Long Term Planning

We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six half-terms and the steps leading towards the Early Learning Goals are distributed over the terms, to determine broad and balanced coverage. Some Early Learning Goals provide a focus for certain terms, particularly those relating to Knowledge and Understanding of the World.

Medium Term Planning

We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and opportunities for ICT. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified. The planning is shared on the school website for parents to look at.

Short Term Planning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children’s needs and interests and for revision and modification, informed by on-going observational assessment.

At Marsh Green Primary School we follow the Early Learning Goals and additional statements set out in the “Development Matters in the Early Years Foundation Stage” (Department for Education, 2012) when planning. This document supports the implementation of the statutory requirements for the EYFS.

Staffing and Organisation

At Marsh Green Primary School there is one Nursery class with a maximum intake of twenty-six children in each session. We maintain an adult/pupil ratio of 1:13 within the Nursery year; consisting of a teacher and a Nursery nurse. There are two Reception classes, with a maximum intake of thirty children each. We maintain an adult/pupil ratio of 1:15 within the Reception year; consisting of a teacher and a teaching assistant in each class. The children have daily opportunities for structured and free-flow play both in the classroom and in the EYFS outdoor area. This time is supported by an adult, who acts as a facilitator to the child's learning. The teacher liaises with the teaching assistant, regularly involving them in planning, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in-service and local cluster group training. Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues.

Assessment, Recording and Monitoring

At Marsh Green Primary School we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Formative Assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, on-entry assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents. Each child has an individual Early Years Foundation Stage (EYFS) Profile folder in which this evidence is stored. We plan for observational assessment when undertaking our medium and short term planning. Practitioners also use the 2Simple app to record children's achievement electronically. This is shared with the parents regularly.

Summative Assessment

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against the Early Learning Goals. It is completed on-entry and at the end of each term by the class teacher. The teacher also undertakes in-house and local cluster group moderation. For further information see the Assessment Policy.

Teaching and learning in Literacy and Mathematics is monitored by whole school work sampling. Other areas of learning and development in the foundation stage are monitored during EYFS team meetings. The EYFS leader monitors teaching and learning across the Foundation Stage each year and analyses the EYFS profile data in conjunction with the head teacher.

Learning Through Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

"Early Years Foundation Stage",
Department for Children, Schools and Families, 2007

At Marsh Green Primary School we do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play

activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves.

The Learning Environment

"A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces."

"Early Years Foundation Stage",

Department for Children, Schools and Families, 2007

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom during child-initiated play.

At Marsh Green we believe in the importance of children learning through role play. This increases their communication skills, play skills and understanding of the world around them. As such our classrooms are heavily influenced by our role play areas. Our reading, writing and maths are incorporated within the role play areas. In the Nursery there is also a music, sand and water area to which Reception children also have access. The outside learning environment is divided into a variety of different areas: role play 'home' shed, sand area, 'quiet' den, climbing frame, wheeled toy, water, growing, writing, maths, theatre, music, painting, construction & technology areas.

These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Transition from Home to Nursery

In May all parents/carers are invited to attend a welcome meeting with the Headteacher, EYFS leader, Nursery teacher, Children's Centre representative, Access and Attendance Officer & School Nurse. During this meeting they receive the Marsh Green Primary School Nursery information booklet and other necessary information.

To prepare children for their first steps in school we invite each child, with their parent/carer, to make several visits for play sessions in the Nursery, in the term before they start. We also arrange to visit each child in his/her home setting in order for the child to be at ease and allow us to get to know the child and family individually.

In September the children start Nursery by attending 1 hour three times in the first week, 3 hours three times in the second week and then full time thereafter. (15 hours a week)

We recognise that every child is different and we encourage parents/carers to settle their child for as long as is necessary without feeling pressured to leave by a set time or by a set number of days.

Transition from Nursery to Reception

In July all parents/carers are invited to attend a meeting with the Head teacher, EYFS leader, Reception teachers, Children's Centre representative, Access and Attendance Officer & School Nurse. During this meeting they receive the Marsh Green Primary School Reception information booklet and other necessary information.

To prepare the children for the transition the Nursery staff talk positively and enthusiastically about what it is like in Reception. The children will meet their new teacher and spend a session in their new classroom.

The children should be familiar with the Reception classroom as they have had the opportunity to go in there and take part in activities during daily child-initiated play sessions. Children who are not confident are targeted and supported by the Nursery staff to pop in during the summer term.

Any children who are new to Marsh Green are offered a home visit so that they can get to know their new teacher and teaching assistant.

Transition from Reception to Year 1

In July all parents/carers are invited to attend a transition meeting with the EYFS leader and Year 1 teachers to discuss the changes and how the children are prepared for the next exciting steps in their school education.

To prepare the children for the transition the Reception staff talk positively and enthusiastically about what it is like in Year 1. The children will meet their new teacher and spend a session in their new classroom.

During the summer term children will join the KS1 children during 'playtime' in the main playground. They will be supported by Reception staff and introduced to the playground rules and routines. Children will also be introduced to the whole school behaviour expectations and reward systems.

During the autumn term the school day has a similar structure to that which has already been experienced in Reception and children will have access to an outside area. Where possible, the year 1 children will continue to enjoy practical learning experiences which gradually becomes more formalised towards the end of the academic year. The 'Letters and Sounds' national approach to phonics and spelling is continued throughout year 1 and 2.

Parents as Partners

We recognise that Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in Early Years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- outlining the curriculum to Parents/carers during the parents meeting in the summer term, to enable them to understand the value of supporting their child's learning at home
- parent information booklets are sent home each half term to keep parents informed of their child's current curriculum topic and possible activities.
- during Reception homework will be set weekly. (See homework policy)
- to encourage parents to help their children record activities undertaken with the class mascot.
- operating an "open door" policy, whereby Parents/carers can discuss concerns and developments in an informal manner
- sharing progress at school through annotated photographs and encouraging parents to contribute to their child's profile on 2Simple. This is conducted electronically over the internet through a programme called 2Simple.
- inviting Parents/carers to help in the class or other classes in the school and to accompany children on school visits.
- encouraging Parents/carers to listen to their child read each night, to make use of 'Bug Club' (internet based reading books), the word cases and to comment on reading progress in a home/school reading diary.
- encouraging relevant learning activities to be continued at home e.g. maths games and library books, and ensuring that experiences at home are used to develop learning in school
- discussing individual targets with Parents/carers at parents' evening in October and March (informed by the EYFS Profile)
- providing a written report to Parents/carers in February and July summarising the child's progress against the Early Learning Goals and Development Matters statements.
- holding child/parent workshops to enable parents to work alongside their children.

Equal Opportunities

At Marsh Green Primary School we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. For further information see 'Equal Opportunities Policy'.

Inclusion

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs. Individual Education Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. The class teacher would discuss these targets with the child and his/her Parents/carers. Progress is monitored and reviewed every term. The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. For further information see Special Educational Needs Policy.

Safeguarding

Please refer to the Safeguarding Policy.

Health and Safety

Please refer to 'Health and Safety' Policy with specific reference being made to Risk Assessment and Medical needs (First Aid Training). Additional reference should also be made to the EYFS Risk Assessment.

A member of the EYFS team must be paediatric first aid trained. Rosemary Crossley and Sandra Hallowell are currently the paediatric first aiders in the Marsh Green Primary School EYFS base.

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Headteacher and EYFS leader, and will be reviewed on an annual basis.